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ABSTRACT

Dorchester School District 2 offers a career guidance program that promotes an ongoing, developmental career planning process for each student. The career awareness program in grades K-5 promotes the students' knowledge of self and others; awareness of collaboration among school, home, community, and business and industry; and awareness of careers. The Student Career Planner offers a checklist for the student, based on data collected from grades 6-12. This yellow folder then demonstrated the development process of each student and serves as a repository for assessment results, 6-year career development records, and other pertinent documents counselors deem necessary for successful career planning. The career exploration program in grades 6-8 involves the students in assessment of interests, abilities, and values; exploration of career clusters; and planning for their high school program of study. Career preparation in grades 9-12 involves the students in matching assessment of interests, abilities, and values to plans for a program of study in secondary and postsecondary education and work experiences; participating in school-to-work transition programs; and preparing to successfully enter the work force. Staff development sessions are conducted throughout the year for administrators, teachers, and counselors and through two graduate courses offered to all certified personnel. (YLB)

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Planning for Life:
[Career Counseling Program in Dorchester School District Two, SC].

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Planning for Life
Applicant Information Form

I. Name and location of applicant:

Janice Jolly
Summerville High School
1101 Boone Hill Road
Summerville SC 29483

II. Description of applicant setting and organization: Institution/school/agency context (type, size, population served/age-grade)

Dorchester School District Two
Alston Middle School/1400 students/grades 6-8/ages 11-14
DuBose Middle School/1400 students/grades 6-8/ages 11-14
Oakbrook Middle School/1400 students/grades 6-8/ages 11-14
Summerville High School/1300 students/grades 11-12/ages 16-18
SHS-Gregg Campus/1300 students/grades 9-10/ages 14-16
Fort Dorchester High School/900 students/grades 9-11/ages 14-17

III. Administrator's name/title:

Barbara Villeponteaux	Director of Secondary Education	873-2901	873-4053
Name	Title	Phone	Fax

Counselor/career planning program leader:

Janice Jolly	District Career Counselor	821-3923	873-4053
Name	Title	Phone	Fax

IV. Community context (population, rural, urban, business, and labor environment):

80,000 mixed rural and suburban (majority); business activity generally has been on the rise with retail and service industry gains over the last 10 years.

V. Summary of career planning program (highlight the features that make your program unique):

The career counseling program in Dorchester School District Two promotes an ongoing, developmental career planning process for each student. The *Student Career Planner* offers documentation in grades 6-12 with tangible evidence of participation by the student , parents, school community, and business and industry.

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Dorchester School District Two strives to offer a career guidance program which will meet the career development needs of its students with components in Career Awareness, Career Exploration, and Career Preparation. Our district provides the students with counseling, instruction, experiences and strategies which result in an on-going, developmental and non-discriminatory program in career guidance.

Career Awareness • Grades K-5

The *career awareness* program at the elementary level promotes the students' knowledge of self and others; awareness of collaboration between school, home, community and business/industry; and awareness of careers. The efforts of the elementary program are communicated through school newsletters and community newspaper. Various programs which integrate the efforts of the school, parents, community and business to increase our students' career awareness include: Career Day, D.A.R.E., Helping Hands, and Teacher Cadets.

Student Career Planner • Grades 6-12

After implementing a comprehensive K-5 *career awareness* program, we begin collecting data throughout grades 6-12 for our *Student Career Planner* (portfolio), designed and developed by the district career guidance counselor. This yellow folder is in a checklist format. The evidence recorded and stored in *Student Career Planner* enables the students, counselor, parents and community to see the developmental process for each student. Additionally, it serves as a repository for various assessment results, six-year career development records and other pertinent documents counselors deem necessary for successful career planning. Students and counselors will add and update information several times each year. During grades 9-12 teachers are encouraged at the beginning of each year to share with counselors outstanding writing samples for any student which may be valuable evidence for the student as he uses the *Student Career Planner* as a portfolio. At the end of the senior year, the folder is given to the student and becomes valuable information for him, admissions counselors or prospective

employers when he pursues post-secondary education or enters the workforce.

Career Exploration • Grades 6-8

The *career exploration* program at the middle school level involves the students' in assessment of interests, abilities and values; in exploration of career clusters; and in planning for their high school program of study.

Grades 6-8

We are offering a middle school program for math, science and technologies. The *Mentoring in Math, Science and Technologies* program matches middle school students with specialists in business and industry settings. The students go to various industries, hospitals or universities once or twice a month for three hours to work with scientists, mathematicians and technicians. The proteges may conduct full-scale experiments or be introduced to the work of the mentor through shadowing. In these settings, students experience activities uncommon to a typical classroom, such as working in one-on-one relationships with adults interested in their endeavors--performing experiments, manipulating state-of-art equipment and applying concepts learned in the classroom. Basically, the students are given an eye into the future of a chosen career in math, science or technology.

Beginning of the school year staff development activities for the middle school faculty and staff include presentations by the Business Education Network (BEN). The middle school newsletter introduces the program to parents and students. The students apply to the program or are recommended by a teacher. Interest in the program, not grades, is the main criteria used in the selection of proteges. The mentors are screened by the director of the program as well as recommended by their superior at the place of employment. Parents must sign waivers releasing the school and the industry of any liability. Teachers also use these same mentors as resources for problems, questions and classroom presentations/activities.

Career exploration in the areas of science and mathematics is an integral part of the mentoring

program. The proteges are in the same homerooms, science and math classes and have the opportunity to discuss the mentoring visits. Career exploration programs are also presented during their daily advisement period.

An end-of-the-year breakfast is provided for all proteges, parents, teachers and participating businesses and industries to share their perspectives on the year's activities and success. Also at this time, a final evaluation is completed by the proteges, parents, teachers and participating businesses and industries. This program was initiated by business/industry.

It is expected the students placed with mentors in scientific, mathematical and technological careers will begin to view science and mathematics, not as required courses, but as intriguing frontiers to explore. With this new knowledge and understanding of science and mathematics, the proteges will pursue many scientific and mathematical endeavors and possibly choose science, mathematics and technological careers.

Grade 6

Middle school counselors visit elementary schools to present the middle school programs to 5th graders. Career exploration activities are integrated into the home economics curriculum for a one-semester exploratory program for all sixth graders. In this program each student completes the interest inventory, *Career Targets*—a self-scored, self-administered inventory linking students' interests to 14 career clusters. Using the results, teachers provide activities that assist the students in exploring career clusters and job characteristics and that guide the students as they begin to consider the development of career decision-making skills. In this class, students complete the sixth grade section of the Career Development Record, the first piece of information to be placed in their Student Career Planner (portfolio); this card will be updated annually (grades 6-12).

Grade 7

Counselors use classroom guidance activities to provide information to students and parents about enrollment in the Industrial Technology exploratory course. This course provides hands-on

experience on the Computer Aided Drawing (CAD) system, robotics, and advanced technology. Team teaching efforts of industrial technology teachers, keyboarding teachers, and the career counselor provide instruction on the South Carolina Occupational Information System (SCOIS) which helps the student explore careers and post secondary schools in the keyboarding classes. Through this collaboration, both 7th grade Industrial Technology and 8th grade keyboarding students become acquainted with SCOIS in their cooperative learning activities.

Grade 8

Counselors initiate the *CAPS, COPS, and COPES Assessment* component of our career guidance program with classroom visits to all 8th grade classes. At this time counselors explain the objectives of the assessment activities, stressing that it is not a test, but an opportunity to gather information about the students' abilities, interests, and values. Letters are sent home to parents informing them of the assessment being done with all 8th grade students. Having been informed of the purpose and procedures for administering the inventory in faculty staff development, the social studies teachers administer the CAPS (ability survey), COPS (interest survey) and COPES (values survey). When computerized results of the assessment are returned, classroom guidance, small group counseling and individual counseling schedules for career counseling activities are developed.

During the classroom guidance activities each student is provided two copies of his results--one to be placed in his *Student Career Planner* and one to be shared with his parents. School counselors review the student's three high-score areas of assessment and the summary to guide the student as he begins exploring opportunities within those career clusters. Our district career guidance counselor follows these individual sessions with classroom presentations focused on employment opportunities within the various career clusters, prerequisites for these careers, the two-year and four-year college prep curriculum pathways in grades 9-14, and the school-to-work transition program. Then the Dorchester County Career School counselor conducts classroom workshops in career decision-making skills and presents the students with information about programs in the career school curriculum. After these presentations, school counselors form small groups for students within their career clusters to

discuss options. Students work on 9th and 10th grade plans for their high school courses.

An 8th grade parents' night meeting is scheduled to provide information about the two-year/four-year program of study. Additionally, business/industry representatives provide information about job trends and career possibilities of the future. These representatives and additional civic leaders participate in additional breakout groups. Parents who are unable to attend should schedule a conference with his child's counselor.

Career Options is a semester course which involves all eighth graders in activities to develop academic plans and improve their career decision-making skills. These students are taught decision-making skills and work ethics. They explore mid-level technology careers, as well as engage in activities which assist in the development of non-traditional job skills. Students begin exploring their highest career clusters from the CAPS, COPS and COPES assessment. They also have presentations by the district career guidance counselor and representatives from the community and participate in field trips which familiarize them with job opportunities of the future. The career counselor from the county career school provides tours of the career school facilities. District career counselor, middle school director, teachers, parents and community representatives work together to develop and monitor implementation of this curriculum.

Career Preparation · Grades 9-12

Career preparation in the secondary schools involves the students in matching the assessment of their interests, abilities and values to their plans for a program of study in secondary and post-secondary education and work experiences; participating in school-to-work transistion programs; and preparing to successfully enter the workforce.

Grades 9-12

Counselors do individual counseling once every year in grades 9-12 using the *Student Career Planner*. They also offer small group and classroom guidance activities in developing career decision-making skills throughout this four-year period. Students are provided opportunities for experiences

and participation within chosen career clusters. At any time during the school year, school counselors are available for parent conferences during the school day and one specified week-night.

The Boy Scouts of America Explorer Program conducts an interest survey for grades 9-12. They will develop a printout of career areas with the students most interested in those respective areas. This is a tremendous help when planning a Career Day or getting speakers for specific groups. They will also print stickers for the *Student Career Planner* folders for all students surveyed. The Explorer Program also provides Posts for students to participate in exploratory programs at specific career sites; the information about the program is provided by the counselors and the opportunities are provided by the Scouts and members of the community. The student, with parent permission, must make the commitment of time and pay a fee for the opportunity.

In grades 9-12 the counselors guide the students in the use of SCOIS in *career preparation* activities; English teachers also require students to use SCOIS for various classroom assignments such as research projects and other writing activities.

Every year, a college planning night meeting is provided for parents and students in grades 9-12. Following an overview of the evening's agenda and introductions, breakout sessions provide in-depth presentations on the two-year program, the four-year program, choosing the right college, making high school count (courses and why), scholarships, grants and financial aid.

Grade 9

All 9th graders participate in a Career Speaker's Day. This effort begins with a newsletter to parents and a memo to all 9th grade homeroom teachers explaining the objectives and procedures of the program. Counselors provide 5 to 6 speakers in each area of the career clusters chosen by the students (having used results from the CAPS, COPS and COPES in their cluster choices). The district career counselor is able to obtain these speakers through her networking and participation with the Greater Summerville Chamber of Commerce, Kiawanis, Dorchester District Two Business Partners (120) and parents. Students are given an assigned schedule to report to a certain classroom in a certain building. The speakers move to classrooms of approximately 30 students and speak for approximately 30 minutes. Carefully coordinated logistics resulted in a program which successfully involved 800 interested, well-

behaved 9th grade students. After hearing the presentation and in the context of their English classes, the students write a critique of their preferred presentation and an evaluation of the Career Speaker's Day program which is placed in the *Student Career Planner*. The speakers also complete an evaluation of the program. Such a program is an outcome of a comprehensive program involving all counselors striving to meet the needs and interests of every student and also involving input from members of the community.

Grade 10

While the 9th grade students are having a Career Speaker's Day, the 10th graders are administered the Armed Services Vocational Aptitude Battery (ASVAB). A memo is sent to all 10th grade homeroom teachers and parents explaining implementation procedures and activities of the program. This assessment helps students as they make choices about their educational and career plans by providing them with information which helps them identify and understand their interests, abilities and personal preferences. The information reflecting the students' strengths enables the counselors to provide direction within their chosen career clusters.

After the results are returned for ASVAB, school, district, career school and post-secondary counselors go into the classroom to talk about options for the future and hand out *Student Career Planners* and the students' ASVAB results. One copy of the ASVAB results goes home for the parents and students to discuss possible occupational programs the student may enroll in for the remainder of his education (including choices pertinent to secondary grades 11 and 12 ; and post-secondary 13 and 14, and/or 15 and 16). One copy of the results and a record of the parent/student choices of occupational program within their career cluster remain in the *Student Career Planner* which is kept in the counselor's office. Counselors meet with small groups to help the students make course choices reflecting the correlation of the 8th and 10th grade assessment; at this time articulation and post-secondary education options are also discussed with all students.

Several weeks later, in classroom settings, the career counselor from the county career school guides the students through the ASVAB workbooks, completing the *Holland Self-Directed Search* and the *Occu-Find Booklet*. Students choose courses and complete their 11th and 12th grade plans for high

school registration and then meet with their respective school counselors in their individual session to record their choices in their *Student Career Planner*. Then this information is taken home to be discussed with and signed by the parents. The registration process begins several weeks later.

A second tenth grade career guidance activity involves busing all 10th grade students to Trident Technical College to explore three college majors of their choice through tours arranged by the college and for specific career majors. After the tour, English teachers are given a lesson plan, and each student has to complete an assignment related to the three major areas that he examined at the college. Students not interested in Trident Technical College are scheduled to see a career counselor to talk about future careers and post-secondary education.

Grades 11-12

At the beginning of each year, the district career counselor goes into all 11th and 12th grade English classes to provide information pertinent to career preparation: jobs of the future, career options, school-to-work transition programs, job seeking and job keeping skills, work ethics and other career decision-making skills. Also in classroom presentations, the counselors give the students information about procedures for applying to two-year and four-year colleges.

The Rotary Clubs of Oakbrook and Summerville provide speakers for the Career Day for juniors and seniors. Procedures for this event are the same as those followed in the ninth grade for those students: for example, communication with students and parents, collaboration with business and industry in securing speakers for specific career clusters, and the students' written critique of the presentations (to be placed in *Student Career Planner*).

Students in grades 11-12 receive through their homeroom teachers and the district career counselor information about the ASVAB program. Students are given the opportunity to sign up for the ASVAB assessment and related activities. After these students take the assessment, they meet in small groups with Armed Services recruiters who assist in interpreting scores; guide the student through the ASVAB workbook completing the *Holland Self-Directed Search* and the *Occu-Find Booklet*; and provide specific career counseling.

Counselors provide small group guidance activities for students who take ACT/SAT. The scores

from these tests are used as students look at career options.

Juniors and seniors continue to add documents to their *Student Career Planner* which increase its value as a portfolio. Each junior student completes a sample letter of application and each senior completes a resume to be kept in his *Planner*. This is done through English classes with the teacher using samples and lesson plans completed by the career counselor.

In school-to-work transition efforts, the district career counselor has the important function of networking with community organizations (Chamber of Commerce, Rotary, District Business Partners, etc.) and arranging for student assignments to these work sites. Mentoring and shadowing programs are available for students interested in math, science and technology. After successful completion of their occupational programs, students are provided school-to-work transition opportunities in their related field.

The school-to-work transition program offers a community service student assistance program--a one-half unit course for juniors and seniors which calls for students to spend five hours per week in the workplace. Students are provided an opportunity for active involvement in the community through volunteer work.Counselors also speak to the students in classroom settings about the school-to-work transition programs, the articulation between high school and post-secondary programs, and how to enter apprenticeship programs. Students are also provided with information about careers in non-traditional fields.

Business Ownership is a new course offered to students who would aspire to open their own business. These students are our STUDENT CHAMBER OF COMMERCE members. They work with business and industry in a number of projects involved with the Greater Summerville Chamber of Commerce. They study the occupation and produce business plans for their chosen fields. They also have mentors the first three nine weeks who provide an overview of their occupation. During the last nine weeks period, students work for two hours a day with a person who owns a business. For example, several students who would like to become attorneys have spent the first three nine week periods with tax, environmental, criminal, corporate, defense, general practice and quasi-public sector attorneys to learn about related law fields. Based on this experience, the students choose a specific sector that they

would like to work for during the two hours of the last nine weeks.

On the Job Training (OJT) is offered through the business education department and students are placed for four hours per day in a related business occupation at the schools in our district, as well as in area industries. The district career counselor and OJT instructor work with placements for co-op students.

Staff Development

An effective, comprehensive career guidance program depends upon teachers, counselors and administrators having an accurate understanding of the needs of the work force; curriculum and instruction being relevant to the real world; and appropriate career counseling being provided to *all* students. Those needs are addressed through staff development sessions conducted throughout the year by the district career guidance counselor for administrators, teachers and counselors and through two graduate courses offered to all certified personnel: *Career Life Planning* and *Applied Career Counseling*, both designed and instructed by our district career counselor.

Career Life Planning participants, as a group, visit twelve industries to get an overview of the real-life situations their students will encounter; they also visit a high school to gain perspective on various restructuring efforts. Participants are introduced to CAPS, COPS, and COPES (instruments which measure ability, interest and values) and ASVAB.

Applied Career Counseling begins with an overview of local and national perspectives of instruction in the technologies and the needs as seen by the business/industry community. During the course, information is given about the career counseling tools: Secretary's Commission for Acquiring Necessary Skills; Caps, Cops, and Copes; Improved Careers Decision-making Skills; SCOIS; Total Quality Management; and Middle School Network. They are also given information about post-secondary opportunities and the articulation between the secondary and post-secondary programs.